

BUILDING A METHOD TO EVALUATE THE IMPACT

OF

PARTICIPANT TRAINING

REPORT OF A FIELD TRIP TO NEPAL

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I. BACKGROUND

Due to the completeness of PT records, the expressed interest of the Government of Nepal and the USAID mission, and the relatively "manageable" size of the returned participant population, Nepal was selected as the location for testing an approach or method for evaluating the impact of AID-sponsored training. The general dimensions of that method were expected to include a survey of former trainees, in-depth interviews with a sample of those surveyed, case studies of the effects of training and trainees on the performance of selected organizations, and an assessment of impact within one or more selected sectors or subsectors.

To begin this pilot effort, a 3-person team visited Nepal in September, 1986. The team was composed of a country expert, an organizational specialist, and a survey research specialist. They were expected to select a local contractor to do the survey research and obligate funds to that contractor, to select organizations to be studied and a local firm to do the studies, to select a firm to do in-depth interviews, and to select an appropriate sector to be the subject of a sub-sector study.

PPC/CDIE provided USAID/Kathmandu with funds for the survey research portion of the study as well as funds to be used to hire local assistance for the team during its field trip in September. Thus the purpose of the field visit was to begin the process that would culminate in a multi-pronged impact study by mid-1987. This report discusses the process used by the team and its conclusions about future action. Specific areas of concern are more fully presented in the annexes.

II. ACTIVITY IN NEPAL

Upon arrival in Kathmandu, a number of interviews were conducted to identify knowledgeable people, capable local firms, appropriate organizations for the case studies, and important local variables that might influence the impact of PT either by constraining or enhancing it. By the end of the first week three decisions were made by the team: (1) a firm was chosen to do the survey research; (2) the data in the existing participant register needed to be recoded; (3) since the time was inadequate to assess the ability of a local firm to do case studies or in-depth interviews, it would be preferable to use a competitive bidding process to select contractors for these components of the effort. Furthermore, (4) the cost-effectiveness of a sector study was highly dubious given its probable high cost and considerable overlap with other components. Two AID/PPC/CDIE studies in agriculture and education recently provided evaluations of U.S. aid to these sectors. Given the many variables discussed in these reports, any attempt to tie participant training to sub-sector indicators would appear to be methodologically suspect; in fact, it is doubtful that it could even be done. Thus the decision was made that this part of the initial proposal was not feasible to implement.

Given these conclusions the team decided to conduct a 2-day workshop with key informants. The purpose of the workshop was to obtain quickly an array of Nepali views on the potential of the intended evaluation approach and modify it in light of these views, to pre-test the draft survey questionnaire and modify it, and to serve as a potential bidders conference to inform potential Nepali consultants of the scope and nature of the forthcoming contracts for interviews and case studies.

Using funds available for team support, a contract was given to a local firm to provide logistical help for the workshop. Interviews were continued to gain more information

and select workshop participants. Some organizations that might be subjects of case studies were visited. And a contract was let to recode the data in the existing participant register.

The workshop was held in the Soaltee Oberoi hotel September 24 and 25. The first day was used to pretest and revise the draft questionnaire. The second day was used to examine the conceptual model for the case studies, develop a proposed outline for each study, examine criteria for case selection, and propose organizations that might be studied.

The trip ended with a debriefing of the mission director in Nepal and CDIE officials in Washington.

III. PROCESS AND METHODOLOGY OF PT IMPACT EVALUATION

The Nepal fieldwork suggested the following conclusions concerning implementation of the Nepal PT impact evaluation:

1. It should be 3-pronged, including a survey, follow-up interviews and organizational case studies;
2. Since there are multiple potential contractors in Nepal, competitive bidding should be used to select local firms to do the field studies;
3. The team, composed of a country expert, an organizational specialist, and a methodology specialist seemed well suited to conduct a preliminary field trip to finalize the study design and begin study implementation;
4. The workshop was very productive. It facilitated modifications to the study design and also functioned as a potential bidders conference;
5. Organizations to be studied should not be specified by outsiders -- criteria for selection should be presented, but since local firms will have to gain access and do the studies, they should propose and justify the ones to be studied;
6. Supervisory field missions will subsequently be needed to assure local contractors performance in accord with CDIE expectations;
7. Credit for authorship of the field studies should be given to the contracting firms unless local circumstances make it undesirable; they should have a sense of genuine participation and professional collaboration.

8. The final product will be a synthesis of Nepal sample survey, in-depth interviews and organizational case studies.

9. Staff continuity seems desirable, with the country expert involved at the beginning and end and the survey and case study specialists involved throughout the study effort.

A key underlying perspective here is that the model for general country study similarity should be combined with a refinement process that is interactive and builds on local knowledge. Both workshops and a competitive proposal process support this perspective. Additionally, organizational studies will require creative approaches for them to be useful, and supervisory support may be needed.

IV. PROPOSED FUTURE ACTION FOR THE NEPAL STUDY

A diskette with recoded data on participants was brought to Washington from Nepal. Reanalysis of these data can begin immediately.

The survey questionnaire was finalized during the field trip, a contract was let, and the study is in progress. It should be completed in February, 1987. Two short supervisory trips by the survey specialist are anticipated -- one in December and one in late February.

The scope of work for the in-depth interviews can not be prepared until at least preliminary analysis of the sample survey has been received. A scope of work for the organizational case studies is attached as annex G. It should be sent to USAID/Kathmandu in early December so it can be immediately advertised locally, proposals can be received in late January, contractors chosen in February, and a field visit made in late February by the survey and organizational specialists.

During that trip a workshop can be used to launch the case studies and ensure that the team conducting those studies shares a common approach and understanding. Three months later a second visit would serve to assess inconsistencies and data gaps before the final write-up of the studies.

During the June-July period, after the studies (case, survey, interview) have been submitted to PPC/CDIE, the full team of country expert, survey specialist and organizational specialist would spend four weeks analyzing and synthesizing the various study components. They would produce the Final Nepal country study.

The schedule, then, is as follows:

November:

- o begin analysis of recorded PT data
- o survey in progress

December:

- o send RFP for Organizational case studies to USAID/Nepal
- o announce & distribute RFPs in Nepal
- o analysis of recorded PT data completed
- o survey in progress
- o survey specialist visits Nepal

January:

- o proposals received by USAID
- o survey in progress

February:

- o contractors chosen for case and interview studies
- o contracts signed and studies begin
- o survey specialist & organizational specialists visit Nepal
- o survey completed

March:

- o interviews in progress
- o cases in progress

April:

- o interviews completed
- o cases in progress

May:

- o organizational specialist visits Nepal
- o cases completed

June and July:

- o studies submitted
- o synthesis report written in DC by 3-person team

V. SUMMARY

The visit to Nepal revised some of the team's perspectives on both the substance of the evaluation effort and the process to be used to carry it out. More details on these changes and the ensuing proposed course of action can be found in the various annexes.

ANNEX A: SAMPLE SURVEY OF PARTICIPANT TRAINEES

During the planning stage of the evaluation, it was decided that a survey of the participant trainees (PTs) should be undertaken for assessing the developmental effects, impacts and relevance of the training program. The evaluation team felt that the survey should be comprehensive in nature and rely on probability sampling techniques so that suitable generalizations can be made for the wider population on the basis of its findings.

The evaluation team visited several private and public organizations for the purpose of identifying an appropriate one to can conduct the survey. Some of the factors that were taken into consideration were the past performance of the organizations, the academic background of their staff and consultants, their organizational resources, and their willingness to deliver the findings in time. After a serious scrutiny, a private firm No-Frills Consulting (NFC) was recommended to USAID/Nepal by the team and found to be suitable. This firm was eventually awarded the contract.

The copy of the contract prepared by the team and awarded by USAID Mission is attached as Annex B.

Some relevant details about the nature, scope and implementation plans of the survey are as follows;

1. Study Questions

The main objective of the participant survey is to provide answers to a set of questions which include:

1 What has been the socio-economic background of the participants? What are the major socio-economic strata from which they come? Has AID been able to select PTs from low socio-economic groups and women? From the private sector?

2. What were the effects of training on the career paths of the PTs? Do they believe that the training has contributed to the advancement of their careers in a significant way? What are some major factors which intervene between the training and career advancement?

3. Are there significant differences in the effects of the U.S. and third country training on (a) career paths of the participants, and (b) their role in their organizations?

4. What have been the effects of the training on the attitudes and perceptions of the PTs? Do they maintain formal or informal linkages with their teachers, fellow-trainees and host country nationals? Does the training contribute to their increased participation in international professional networks?

5. To what extent are the PTs satisfied with the choice of the country of their training, the institute/university they attended, and the nature of their training? What are their suggestions for the future? Do they prefer U.S. training over third country training? If so, what are the reasons?

6. To what extent were the PTs able to utilize the skills and expertise acquired during their training in their work settings? Did some of them introduce innovations in their activities or organization which can be attributed to their training?

7. Did any of the trainees join or start private sector firms after fulfilling their contractual obligations with the sponsoring agencies/ministries? What types of roles are they playing in them?
8. What is the assessment of the PTs of their contribution to the overall development of Nepal?
9. Did the participants feel they contributed to the wider diffusion of their skills and expertise by moving from one agency/organization to another?

2. Questionnaire for the Survey

After conducting in-depth interviews with a large number of local experts, the team designed a detailed questionnaire for the survey. The questionnaire was discussed in the workshop organized by the team and consequently revised in light of the suggestions received.

The contracting firm will extensively pretest it before administering it to the PTs.

3. Sampling Design

350 cases will be randomly selected from the USAID/Nepal directory of the PTs. Only those trainees will be included in the sample who have completed at least one year of overseas training.

In addition to the above cases, 50 additional cases will be selected to give greater representation to the following three categories of trainees: (a) women PTs (b) trainees who left their sponsoring organizations to work in the private sector, and (c) PTs who received Ph.D degrees.

4. Interviews

All the respondents will be interviewed by qualified enumerators holding at least graduate degrees. A training course will be organized by the consulting firm for providing necessary instructions to the enumerators.

5. Biographical Sketches

Brief biographical sketches for 80 PTs will be prepared as a part of the survey.

6. The Survey Team

The survey team is headed by Professor P. P. Timilsina, Chairman, Department of Economics at Tribhuvan University, who has considerable experience in economic and social research. He is assisted by a sociologist and a survey specialist.

An expert panel consisting of 3 or 4 senior researchers is being constituted to advise the survey team.

7. Technical Direction

The survey team will work under the close supervision of the Project Officer, Mr. Virgil Miedema (PDIS) USAID/Nepal, who will liaise with PPC/CDIE. A CDIE staff member/contractor will twice visit Nepal to review the progress of work and advise the survey team.

8. Completion Dates

The analysis of the survey is expected to be completed by the end of May 1987.

ANNEX B: CONTRACT FOR SAMPLE SURVEY

Contract No. 367-0085-C-00-6071-00

ARTICLE I - STATEMENT OF WORK

1. Title: Participant Training Impact Evaluation

2. Background:

PPC/CDIE is conducting an impact evaluation of the participant training program in Nepal. As a part of this evaluation, three distinct but inter-related studies focussing on participant trainees (PTs) and a few organizations in which they have been working are to be undertaken by a local consultancy firm.

This contract is to procure the services of No-Frills Consultancy (NFC), for designing and conducting a sample survey of 400 USAID/N sponsored long-term participants (those who have completed at least 1 year of overseas training).

ARTICLE II - PRODUCTS

At the completion of this contract, the contractor, NFC, shall provide:

- a. 25 copies of a comprehensive report of the survey, which will include:
- b. An analysis of the data generated by the structured questionnaires administered to 400 PTs;
- c. Brief biographical sketches of 80 PTs selected from the sample of 400 highlighting their role in the development of Nepal;

3. A desk review of the USAID/N participant training program in Nepal; and
4. Recommendations and conclusions based on the data instruments, coded data sheets and computer tapes with suitable explanatory notes.

2. SPECIFIC SCOPE OF WORK

In order to complete the survey and provide the required services and product, it is expected that NFC will need to undertake, as a minimum, the following steps:

- i. Construction of a draft questionnaire(s) for interviewing various categories of long-term PTs. The first draft will be provided to NFC by the AID impact evaluation team. However, NFC will further refine it in the light of expert advice received from various sources. (Expected completion date: 15 October 1986).
- ii. Pretesting of the draft questionnaire(s) on the basis of structured interviews with a least 30 PTs. Revision of the questionnaire(s) is the light of pre-testing findings. (Expected completion date: 30 November 1986.)
- iii. Sampling design:

350 cases will be randomly selected from the USAID/Nepal directory of PTs. Only those participants will be included in the sample who have completed at least one year of participant training.

In addition to the above 350 cases, additional 50 cases will be selected to give greater representation to the following three categories of PTs: (a) women PTs, (b) PTs who have left their sponsoring organizations and are now working in private sector, and (c) PTs who received Ph.D. degrees. (Expected completion date: 30 November 1986.)

- vi. A comprehensive review paper based on the examination of the records, documents and reports of AID/W, USAID/Nepal and GON focussing on the nature, evolution, achievements and limitations of participant training program. The revised version of this paper will be included as an appendix to the report of the survey. (Expected completion date: 15 December 1986.)
- v. NFC will organize a two-week training course for all the researchers to be involved in the sample survey. Only persons holding graduate degrees and some field experience, will participate in this course. (Expected completion date: 15 December 1986.)
- vii. Coding of data will proceed simultaneously with interviews. The coded data will be edited for possible errors. (Expected completion date: 28 February 1987.)
- viii. Preparation of biographical sketches of 80 PTs. NFC will use interview data as well as information generated from other sources for this purpose. The size of a sketch will not exceed more than 2 pages. (Expected completion date: 28 February 1987.)
- ix. Preparation of the draft report. (Expected completion date: 30 April 1987.)
- x. Submission to USAID/Nepal of the final report incorporating the suggestions of USAID/Nepal and PPC/CDIE. (Completion date: 31 May 1987.)

4. ORGANIZATION

NFC will constitute a research team comprised of a senior economist, a sociologist and a survey specialist for conducting the sample survey.

In addition, it will form an advisory panel of 3-4 eminent experts to advise the research team with regard to each of the steps outlined under the heading 3, "Specific Items of Work".

The names of the research team and the advisory panel will be submitted to Mr. Virgil Miedema (PDIS) for approval.

ARTICAL III - TECHNICAL DIRECTION

The contractor will work under the close supervision of the Project Officer, Mr. Virgil Miedema (PDIS), who will liaise with PPC/CDIE. The questionnaire(s), sampling procedures, interview techniques, training of researchers involved in the interviews, coding scheme, data analysis techniques, and the reporting format must be approved by him on behalf of USAID/Nepal. Subject to the availability of funds, a staff member/contractor from AID/W will visit Nepal to review the progress of the survey and advise NFC on relevant matters. NFC will also be expected to liaise and share their findings with the firm contracted to conduct the case studies.

ARTICLE IV - CONTRACT PERIOD

The effective date of this contract is September 29, 1986. The contractor will complete the work stated herein above no latter than May 31, 1987.

ARTICLE V - FIXED PRICE AND SCHEDULE OF PAYMENT

- A. The total Fixed Price to the Government upon completion of the final report and written acceptance of the report by the Project Officer, PDIS, USAID/Nepal is NRS. 400,000.00.

Payment will be made in accordance with the following schedule:

(i) After the construction of the draft questionnaires, submission and approval by the project officer: NRs. 60,000.00.

(ii) After pretesting of the draft questionnaires (30 PTs), revision, submission and approval by Project Officer: NRs. 60,000.00.

(iii) After the end of training course and certification by the Project Officer: NRs. 60,000.00.

(iv) After conducting interviews and certification by Project Officer: NRs. 120,000.00.

B. To obtain payment, the Contractor shall submit the documentation for payment in accordance with the General Provision Nos. FAR 52.232-1 and AIDAR 752.7003 under Annex "A" of the contract. The Contractor shall be paid in Nepalese Rupee check by the Office of Financial Management, USAID/Nepal, close to 30 days from the date of receipt of proper invoice (in quadruplicate), pursuant to General Provisions No. AIDAR 752.7003 "Payment Due Dates (APR 1984)".

C. The Contractor's invoice shall bear the following certification prior to submission to the Office of Financial Management.

1. From the Project Officer:

"Work/Product had been provided satisfactorily; and is accepted; payment to the contractor is requested.

Signed: _____

Project Officer

ANNEX C: QUESTIONNAIRE FOR INTERVIEWING AID-SPONSORED
PARTICIPANT TRAINEES IN NEPAL

Interviewer: Introduces him/herself and explains the purpose and
Scope of the study.

Part I - Training and Impact

1. Were you working in the government or sponsoring organization
before proceeding for training?

YES / /

NO / /

B. If yes, where

Government / /

Semi-government / /

Private / /

Social organization / /

C. For how long

Less than 3 years / /

Between 3-5 years / /

Between 5-7 years / /

7 or more years / /

D. What was the last job you held before proceeding abroad?

2. When did your training begin?

YEAR / /

MONTH / /

3. When did it end?

YEAR _____

MONTH _____

4. What was the subject/field of your training? _____

5. Did you receive?

Ph.D

M.S.

B.A.

Non

Diploma

M.A.

B.Sc.

degree

M.B.A.

M.Sc.

6. Which country did you go for training? _____

B. How do you feel with the choice of the country?

Highly satisfied / /

Satisfied / /

No choice / /

Dissatisfied / /

Highly dissatisfied / /

C. Please give reasons

7. Which university/institute did you attend? _____

B. How do you feel with the choice of the university/institute?

Highly satisfied / /

Satisfied / /

No choice / /

Dissatisfied / /

Highly Dissatisfied / /

C. Please give reasons

8. How would you rate your change of receiving the same or similar training without USAID/N's support?

HIGH / /

FAIR / /

LITTLE / /

9. Did you return or continue your study after completing AID-funded training?

YES / /

NO / /

B. If yes, for how long? _____

C. If yes, what additional qualifications?

Ph.D.

M.S.

B.A.

Non

Diploma

M.A.

BSSc.

degree

M.B.A.

M.Sc.

D. Who financed your continued stay?

USAID / /

Self / /

University / /

Other donor's (specify) / /

10. Did you get any other opportunity to be trained under USAID participant training program?

YES / /

NO / /

B. If yes, please provide the following information

	1st		2nd		3rd	
	From	To	From	To	From	To
Duration						

(specify)

Country

University

Institution

Qualification

11. Do you keep in frequent professional touch with the following?

A. Teaching staff of the university/institute you studied as a trainee

Frequently / /

Often / /

Not at all / /

B. Fellow trainees from the country where you studied

Frequently / /

Often / /

Not at all / /

C. Alumni of participant trainees in Nepal

Frequently / /

Often / /

Not at all / /

12. Upon your return, were you placed in a job which was relevant to training?

Relevant / / Moderately relevant / / Not relevant / /

B. If not, please give reasons

13. Did your first job after training involve

A PROMOTION / /

B TRANSFER / /

C NO CHANGE / /

14. How long did you stay in the sponsoring organization/ ministry after your training? _____

B. If moved, reasons for moving? _____

15. Could you please mention all the jobs you held for at least an year after your training? (Maximum 6)

	<u>Position</u>	<u>Class/grade</u>	<u>From</u>	<u>To</u>
JOB 1:	_____	_____	_____	_____
JOB 2:	_____	_____	_____	_____
JOB 3:	_____	_____	_____	_____
JOB 4:	_____	_____	_____	_____
JOB 5:	_____	_____	_____	_____
JOB 6:	_____	_____	_____	_____

16. How much do you think that your training affected your placement in the above jobs?

	<u>VERY MUCH</u>	<u>MODERATELY</u>	<u>LITTLE</u>
JOB 1:	_____	_____	_____
JOB 2:	_____	_____	_____
JOB 3:	_____	_____	_____
JOB 4:	_____	_____	_____
JOB 5:	_____	_____	_____
JOB 6:	_____	_____	_____

17. Do you think that you have been able to utilize the skills and knowledge acquired during the training in the various jobs you have held since you have returned

	<u>VERY MUCH</u>	<u>MODERATELY</u>	<u>NOT AT ALL</u>
1ST JOB	_____	_____	_____
2ND JOB	_____	_____	_____
3RD JOB	_____	_____	_____
4TH JOB	_____	_____	_____
5TH JOB	_____	_____	_____
6TH JOB	_____	_____	_____

18. How would you rate the over-all effects of your training on your career advancement?

<u>HIGHLY FAVORABLE</u>				<u>UNFAVORABLE</u>	
1	/	/	2	/	/
3	/	/	4	/	/
5	/	/			

19. How would you rate the overall effects of your training on the social and cultural aspects?

<u>HIGHLY FAVORABLE</u>				<u>UNFAVORABLE</u>	
1	/	/	2	/	/
3	/	/	4	/	/
5	/	/			

20. Do you think that your career would have been different without USAID training?

YES / /

NO / /

B. Explain why? _____

21. How important were the following to career advancement in the organizations/ministries you have worked with?

		VERY IMPORTANT	MODERATELY IMPORTANT	NOT IMPORTANT
a. Civil Service eligibility	1	2	3	
b. Seniority				
c. Family background				
d. Political influence				
e. Education				
f. Work performance				
g. Knowing the right people				
h. Others				

22. What is the extent of the overseas training's effect on the careers of people working in the government and semi-public bodies?

POSITIVE

NEGATIVE

1 / /

2 / /

3 / /

4 / /

5 / /

23. Of the things you learned during your training, how have the following affected your everyday work?

	VERY MUCH	FAIRLY	NO EFFECT
a. New way of dealing with people			
b. Specific technical skills			
c. Scientific outlook			
d. Broader outlook in my field			
e. Self confidence			
f. Inquisitiveness			

24. Could you give examples of any changes you were able to introduce in your work which can be attributed to your training?

25. How interested were your superiors in utilizing your skills and knowledge on your return from overseas training?

HIGHLY INTERESTED

NOT INTERESTED

1 / / 2 / / 3 / / 4 / / 5 / /

26. Do you think that most of the overseas trained persons in your present organization have been able to utilize their skills and expertise?

HIGHLY ABLE / /

MODERATELY ABLE / /

NOT ABLE / /

B. Please explain, why?

27. Considering the new ways of doing things that persons like you might like to introduce, to what extent does each of the following act as a barrier to innovative activities?

	MAJOR BARRIER	MODERATE BARRIER	NO BARRIER
a. Lack of support services			
b. Lack of trained staff			
c. Resistance to ideas			
d. Lack of incentives/facilities			
e. Institutional/political factors			
f. Lack of time			
g. Others			

28. Do you think that most of the trainees ultimately get the jobs in which they are able to utilize their skills and knowledge?

YES / /

NO / /

B. If not, why?

29. What has been the overall contribution of the USAID sponsored trainees to the following

	HIGHLY CONTRIBUTIVE	MODERATELY CONTRIBUTIVE	LESS CONTRIBUTIVE
a. Policy framing			
b. Priority setting			
c. Manpower development			
d. Tech. dissemination			
e. Innovative ideas			
f. Upliftment in the organization			
g. Others			

30. How would you rate the contribution of USAID sponsored trainees to the development of Nepal on a scale to 1 to 3?

HIGH

LOW

1 / /

2 / /

3 / /

4 / /

5 / /

31. What has been the effect of the participant training program on the growth of technical manpower in your discipline/field of work

32. Do you think that the trainees like yourself have brought relevant knowledge and skills in their disciplines/areas of specialization?

YES / /

NO / /

B. Please, explain

33. Could you describe some of the negative effects of participant training on the development of Nepal?

Part II - Recommendations & Suggestions

Interviewer: Before we terminate this interview, I would like to have your suggestions about a few issues related to participant training.

34. What are the specific fields of specification (list the names/ areas) in the sector you are associated with in which foreign training is necessary at present?

35. What should be preferred mode of training for the above?

<u>Field of Special- ization</u>	<u>Degree Program in Universities</u>	<u>Non-degree training in Institutes</u>	<u>Field Training in a relevant Organization</u>	<u>Country</u>
1.				
2.				
3.				
4.				
5.				
6.				

36. What can be done by USAID so that the trainees could play a more effective role in their field of work?

37. Do you think that some training in modern management practices be included in USAID training program?

YES / /

NO / /

B. Explain, why _____

38. Do you think that USAID should support the overseas training of personnel in the private sector?

YES / /

NO / /

B. Explain, why _____

Part III - Background Information

Interviewer: Finally I would like to ask a few questions about your background.

39. What was the population of the community in which you spent most of your life before entering secondary school?

40. What was the principal occupation of your father when you were growing up?

41. What was the level of his formal education?

42. What was the highest educational degree you had before proceeding to AID sponsoring training?

43. What is your highest degree now? _____

Interviewer should complete the following items at the end of the interview.

44. Name of the respondent: (PRINT) _____

SURNAME

FIRST NAME

45. SEX

MALE / /

FEMALE / /

46. Address:

Phone (H) _____ Phone (W) _____

47. Organizational Affiliation: _____

48. Interviewer's Identification: _____

49. (a) Date: _____ (b) Time: _____
(c) Place of interview: _____

50 Any relevant observation: _____

51. Did receive respondent's resume

YES / / NO / /

NO-FRILLS/PPC/CDIE/USAID

09-27, 10986, Kathmandu, Nepal

ANNEX D: IN-DEPTH INTERVIEWS

1. Background

The impact evaluation of participant training in Nepal will be based on three sources of data; (a) a comprehensive survey of 400 participants, (b) case studies of selected organizations which will illuminate the role of PTs in institution building, and (c) in-depth interviews with the key informants. The purpose of the in-depth interviews is to gain information and ideas which can not be obtained through the structured survey. Moreover, they will shed additional light on the data generated by the survey and case studies, and will help us in interpreting their findings.

About 60 persons will be interviewed, including some non-participants. These will include senior government officials, prominent educationists, political leaders, and the officials of bilateral and multilateral agencies. The duration of an interview may range from one to two hours depending on the interest of the informant and the value of the information he is providing.

A contract will be awarded to a local consulting firm for conducting interviews.

2. Substantive Contents

All interviews will not always cover identical topics. In fact, investigators will exercise considerable discretion with regards to the choice of the specific topics to be covered in each case. Thus, for example, they are not likely to ask the same questions from the representatives of donor agencies and the Nepalese officials involved in manpower planning.

Some of the topics which may be explored in such interviews are as follows:

- a) The role of participant training in the development of technical and managerial resources in the country.
- b) The nature and extent of utilization of the skills and expertise brought by PTs in their job settings.
- c) The nature and extent of the diffusion of skills and expertise among different organizations as a result of the job mobility of PTs.
- d) The overall effects of training on the values, attitudes and behavioral orientations of the trainees.
- e) The effects of training on the career advancement of PTs.
- f) The question of third country training; comparative advantages and limitations of the U.S. and third country training.
- g) Future directions for participant training in Nepal.
- h) Developing and strengthening of professional and intellectual networks between PTs and the international development community.

3. Specific Steps Involved

The selected consulting firm will undertake the following steps:

a) Preparation of the interview protocol. The protocol will comprise of an interview listing specific topics which may be covered in an interview setting, guidelines for phrasing questions and probing the respondent, and instructions about taking notes and the recording of the interview.

b) Workshop of interviewers: It is essential that the interviewers should be persons of high professional and social standing. This is necessary because if there are significant status differences between them and the respondents they would not be able to interact on the basis of equality. Therefore, only senior researchers, university professors or expatriate scholars will conduct in-depth interviews.

A workshop will be organized for interviewers to discuss the various role models and probing techniques which can be used.

c) Interviewing team: Each interview will be conducted by a team of two researchers in order to improve the breadth and depth of the coverage. As far as possible, members of the team should have different disciplinary backgrounds so that they can explore different dimensions of the topics.

d) Selection of informants: The key informants will be selected on the basis of their expertise, willingness to talk, and their interest in the subject. They will not be identified on the basis of probability sample; rather, the technique of snow-ball sample, in which the informants are asked to suggest the names of other experts who can be interviewed, can be used. Some key informants will be

selected from the list of the respondents of the survey. The selection of the sample will be left to the discretion of the local research team.

f) Transcribing interviews: The interviewers will take detailed notes and record the discussions on a tape recorder.

Each interview will be fully transcribed by a stenographer under the supervision of the interviewers involved, who will edit it if necessary.

g) Analysis of the information: The data by the interviews will be analyzed by the local contractor for drawing necessary conclusions and recommendations.

4. Technical Assistance

The local team will work under the supervision of the project staff of USAID/Nepal. CDIE will provide technical assistance for constructing interview protocols and organizing a workshop for the interviewers.

5. Products

The report of the in-depth interviews will include:

- a) Interview protocols.
- b) Procedures used in the selection of the informants.
- c) Transcribed versions of all the interviews.
- d) Major findings, conclusions, and recommendations.

6. The Estimated Costs

It is estimated that on an average a team of two investigators will be able to conduct and edit one interview during each working day. In addition, a couple of weeks will be required for designing the interview protocol, selecting the informants, and fixing the appointments. Hence at least 160 manadays for two senior investigators will be needed.

160 man days will also be needed for the services of an efficient steno,grapher with a good command of the English language.

Additional funds will be needed for logistic support.

A very preliminary estimate suggests \$10,000 as a ball-park figure for this activity. However, a formal scope of work and more precise and budgetary will be possible only after completion of the basic sample survey describe in Annexes A & B.

Annex E: Organizational Case Studies

INTRODUCTION AND CRITERIA

A case study is not a sample. As obvious as this may seem, it is often misunderstood. The purpose of a sample is to represent a larger population and allow data manipulation that would be difficult, and sometime impossible, with the entire population. The purpose of a case study, on the other hand, is to observe, in depth, an example of a phenomenon that has been selected not to represent a larger population but rather to yield insights that might be lost with more representative examples. Exaggeration is undesirable in a sample but desirable in a case study. This characteristic can allow the extraction of greater insights than would be possible with an average example.

A case cannot be representative of a population. A population contains variety within itself. A case is singular and thus does not have variety. Thus a case cannot represent the variety that exists within a population. Good sample selection will yield a group that reflects the variation of the larger population. Case selection should not follow this approach. A case should be chosen for study because a detailed examination of its singular features can be expected to yield an understanding of important relationships that go beyond the particular circumstances. Exaggeration of particular features can thus be a virtue in a case study. It aids the analysis.

Case studies do not substitute for samples, they complement them. The nature of their conclusions is different. Moreover, it should be recognized that multiple case studies do not constitute a sample of cases. Rather, each is a case and should be selected on that basis rather than because it is one of a group of cases that are expected to represent a larger population. A group of case studies is not a representative sample.

The discussion above provides a useful introduction to the criteria to be used for case selection. Those criteria are:

- o richness of information -- there should be a high expectation that a particular case will yield interesting information; engaging in a bland study would be a waste of time and resources.

- o accessibility -- if access to the case cannot be gained, then the exercise is purely hypothetical and will yield no data.

- o linkage -- the fieldwork in Nepal suggested that some organizations have served as "incubators" for other organizations and the decline of one can create conditions helpful for the rise of another; observing at least two organizations exhibiting such a relationship could be very interesting.

- o degree (%) of staff trained -- this may be the proportion of the leadership rather than rank and file organizational membership, but at least some key actors should be former trainees for the study to generate useful insights.

- o manageability - it is more feasible to study a research unit in the ministry of agriculture rather than the entire extension service; just as accessibility is a key practical consideration, so too the subject must be manageable within time and budget constraints.

- o other -- an interesting phenomenon uncovered during the field trip was the emergence of a private sector consulting industry that appeared to be related directly to the training of professionals; this information-intensive industry was the result of people creating settings in which they could practice the crafts they were trained for

and the result was the creation of organizations able to provide public sector decision makers with more objective data than they were able to obtain before; capturing the dynamics of this phenomenon could be quite instructive.

These criteria should be used for selection of the cases to be studied. The original intention was to select cases during the September field trip; however, during that trip the conclusion was reached that the selection should be left to those who will execute the study. Accessibility and manageability especially will require do-able choices, and such choices are less likely to be realistic if done by outsiders.

CONCEPTUAL MODEL

For the cases to yield valuable insights there must be a rigorous attempt to tie participant training to organizational impact without making unrealistic logical leaps or assumptions. This requires a conceptual model of the plausible linkage between PT and organizational performance.

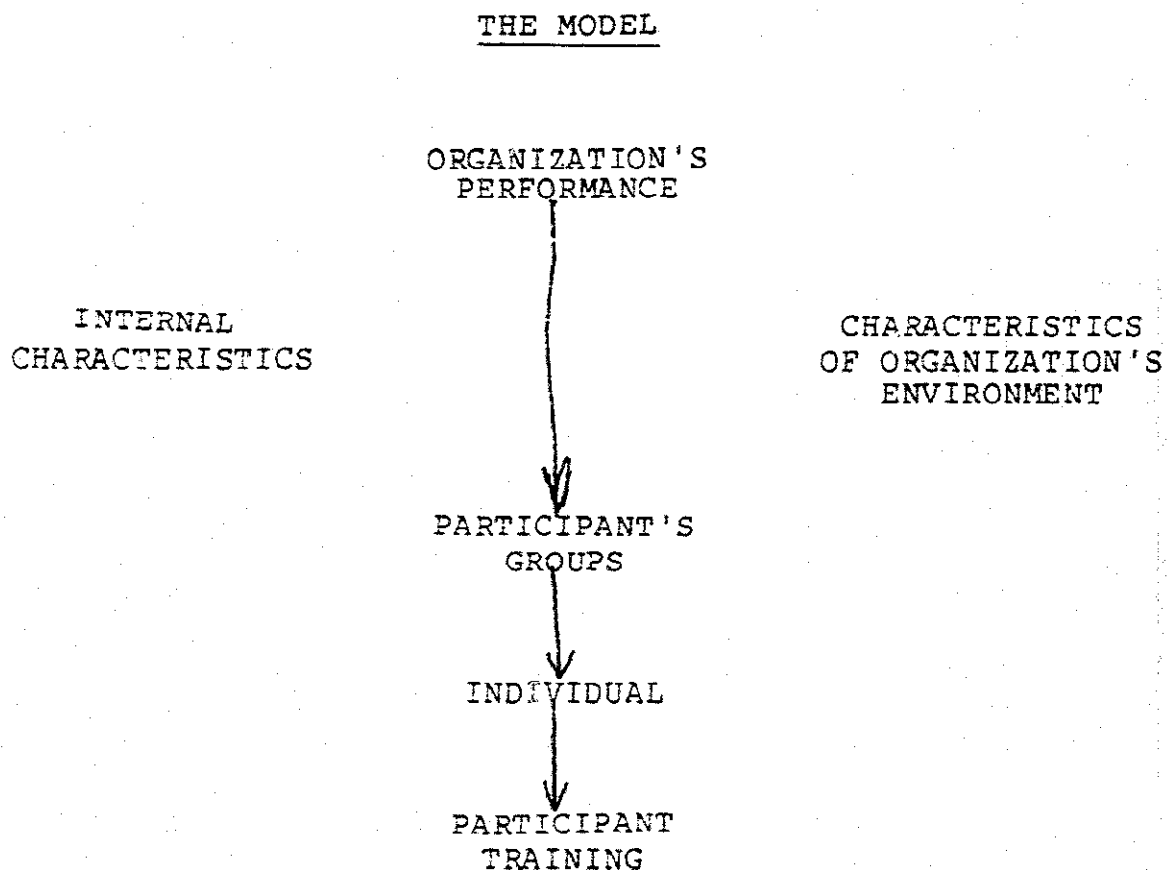
The model used here contains the following elements:

- o participant training -- three elements of this experience are posited as likely to influence the individual: substance of training, networking resulting from exposure to a professional body of knowledge/professional societies/key people, and incidental experiences during the training period.
- o individual -- knowledge, attitudes or behavior may be changed partially as result of PT.

PT is depicted as directly affecting the individual. But organizational performance is affected not only by the actions of former trainees, but also by internal organizational characteristics and as environmental factors. Moreover, it may be the combined effects of groups of individuals, rather than single returned trainees, that are able to influence these factors and consequently change organizational activity. Thus, intervening elements of coalitions of individuals change internal and external aspects of organizations, which in turn effect organizational performance. The other elements in the model, then, are:

- o coalitions of key factors, and
- o internal organizational characteristics, and
- o environmental characteristics, which combine to influence
- o organizational performance

A diagrammatic rendition of the model is as follows:



Data collection would be a combination of structured interviews with key informants, document review, group interviews or workshops, and observation. Both perceptions and behavior would be important.

This model was discussed in a workshop held in Nepal with Nepali social scientists, both to improve the model and to brief prospective bidders of the proposed approach (see Annexes F & G).

Annex F: Workshop on Organizational Case Studies

(September 25, 1986)

The following flip charts were used to focus group discussion with Nepali social scientists on organizational case studies methodology of

OUTLINE FOR CASE STUDY

A - NOT REPRESENTATIVE

B - USED TO ELABORATE OR DEMONSTRATE A PHENOMENON

C - RICHNESS OF DATA IS KEY

CRITERIA FOR CASE SELECTION

1) RICHNESS OF INFORMATION

2) ACCESSIBILITY

3) LINKAGE

4) DEGREE (%) OF STAFF TRAINED

5) MANAGEABILITY

6) -----OTHER----- (INCLUDING PRIVATE ORGANIZATIONS)

C A S E S T U D Y O U T L I N E

- I. BACKGROUND
- II. DESCRIPTIVE AND HISTORICAL DATA ON ORGANIZATION
- III. PARTICIPANT FLOW
- IV. PARTICIPANT ROLES DURING CRISIS/DEVELOPMENT PHASES
- V. INTERNAL/EXTERNAL CONSTRAINTS ON PARTICIPANT ROLES
- VI. LINKAGES BETWEEN TRAINING EXPERIENCE AND ORGANIZATIONAL
ROLE
- VII. CONCLUSION

- STRUCTURE
- COHESION/CONFLICT
- INCENTIVES AND SANCTIONS
- LEGAL BASIS
- LEADERSHIP
- NATURE-OF OUTPUT PROCESS
- DISSEMINATION OF IDEAS/FLOW AND SHARING INFO.

LINKAGES TO ENVIRONMENT

- RESOURCES
- CLIENTS
- PHYSICAL LOCATION
- COMMUNICATION
- LEGAL CONTROLS
- COMPETITION, AFFILIATION, MONOPOLY
- LINKAGES W/EXTERNAL DONOR AGENCIES: FUNDING
- DONOR'S RESPONSE TO ORGANIZATION

L I N K A G E S T O
E N V I R O N M E N T

----- RESOURCE DEPENDENCE

----- CLIENTS

----- PHYSICAL LOCATION

----- COMMUNICATION

----- LEGAL CONTROLS/REGULATION

----- COMPETITION/ALLIANCE/MONOPOLY

O R G A N I Z A T I O N A L
P E R F O R M A N C E

1. ---- MORALE

2. ----- EFFECTIVENESS

3. ----- EFFICIENCY

4. ----- LONGEVITY

5. ----- IMAGE

6. ----- SIZE/RESOURCES

ANNEX G: CASE STUDY DRAFT SCOPE OF WORK

BACKGROUND

The case studies to be contracted under this scope of work are one element in a study of the impact of USAID-sponsored participant being undertaken by PPC/CDIE. Survey research and in-depth interviews of returned participants are also aspects of this study.

The first country to be studied is Nepal. If the approach proves feasible and yields good information, then the expansion of this approach to other settings will be considered.

ARTICLE I - TITLE

Organizational case studies of the impact of participant training in Nepal.

ARTICLE II - OBJECTIVE

The objective of this effort is to identify if and how AID-sponsored participant training influenced the performance, establishment, and direction of four Nepal organizations. This information will complement other data being generated through survey research and individual interviews.

ARTICLE III - SCOPE OF WORK

The contractor shall conduct in-depth case studies of the impact of former USAID-supported trainees on four selected organizations in Nepal. In the proposal, the contractor must identify the organizations to be studied and discuss the reasons why these particular organizations were chosen. Discussion should show how each organization rates on each of the following criteria:

- a) richness of information expected
- b) accessibility of the organization to the researchers
- c) linkages between at least two of the organizations
- d) amount (%) of the staff and leadership trained by AID
- e) manageability (size) of the organizations to be studied.

Each case study will identify where the subject organization is located in the organizational environment of Nepal and show the critical linkages between the subject and key organizations in that environment. The historical evaluation, growth/decay, changes in purpose, and any other significant aspects of the organization's life cycle will be examined.

The contractor will use structured interviews and other appropriate methods to identify major elements of the training experience of key leaders of the organization and identify connections between their training and their perception of their roles, others' perceptions of their roles, and their actions related to the performance of the subject organization. Key incidents should be described in detail (but can be "fictionalized" if necessary to protect the anonymity of respondents) to illustrate the insights contained in those incidents. A general outline for each case study is given in Article VI-Reports.

At least two of the organizations selected for study should be "linked", such as the founder of one organization having been trained while a staff member of the other one, or one being a client or regulator of another. It would be desirable for at least one of the organizations to be a private sector entity.

The study should identify the flow of trained people through and between organizations. Key environmental dynamics that constrain performance should be noted and the strategies used by former trainees and groups of former trainees to alleviate those constraints should be elaborated.

Performance criteria for each organization should be made explicit and actual performance should be documented.

ARTICLE IV - REPORTS

The contractor shall submit four typed case studies in English to USAID/Kathmandu at the end of the three month performance period. Each case study shall conform to the following outline:

- I. BACKGROUND
- II. DESCRIPTION AND HISTORICAL DATA OF THE ORGANIZATION
- III. PARTICIPANT POSITIONS, PROFILES AND FLOW
- IV. PARTICIPANT ROLES DURING DIFFERENT PHASES
- V. INFLUENCE OF INTERNAL AND EXTERNAL FACTORS ON PARTICIPANT ROLES
- VI. LINKAGES BETWEEN TRAINING EXPERIENCE AND ORGANIZATION ROLES
- VII. CONCLUSION

ANNEXES

Three (3) copies of each case study shall be submitted to USAID/Kathmandu at the end of the contract.

ARTICLE V - RELATIONSHIPS AND RESPONSIBILITIES

The contractor shall report to in USAID/Kathmandu, on a day to day basis and will receive technical direction from PPC/CDIE in Washington through that office's technical representative who is expected to make two field visits to Nepal during the period of the contract.

ARTICLE VI - TERM OF PERFORMANCE

This work shall occupy three months after the issuance of a contract to perform the work.

ARTICLE VII - LEVEL OF EFFORT

One senior person shall be appointed as project director during the life of this contract (three months).

Two researchers shall be appointed to study each organization, for a total of 8 researchers.

All assignments shall be full-time.

Travel, communication, report production, document purchases and other incidental expenses shall be included in the proposed budget.

ARTICLE VIII - TOTAL ESTIMATED COST

The estimated cost for this work is \$25,000 US dollars.

Annex H: The Changing Context of Participant Training in Nepal

The historical, economic and geographic features of Nepal have often been set forth in AID budget submissions, strategy statements and Congressional briefings. They need only to be referenced for the purpose of this evaluation:

- Nepal is one of the half-dozen poorest countries in the world. Its resource base is generally deficient, although there is some potential for hydro-power generated on its steep mountain shed rivers.
- It has a forbidding terrain, meager transportation network, low agricultural productivity, low literacy, and accelerating ecological deterioration due to deforestation and erosion.
- The population, with an impressive ethnic and linguistic diversity, is scattered among largely inaccessible villages in the hills and mountains and in what was--until very recently--the malarial jungles of the Genetic plain.
- Nepal's high population growth rate outruns its domestic national output, with a resulting decline in per capita income. The ratio of population to arable land is one of the highest in the world.
- In 1950 Nepal ended centuries of self-imposed isolation with a political upheaval which overturned the feudal Rana regime, opened the country to foreign influences, and replaced the law-and-order-tax collecting government with one more oriented to social, political and economic development.

The following observations take their relevance from preliminary interviews conducted by the Evaluation Team during a field trip to Nepal. Admittedly, these assertions are to be treated as hypotheses to be tested during subsequent phases of the evaluation research rather than as factual statements or generally agreed conclusions. However, it seems worthwhile to advance them for whatever light they may throw on the successes and failures of participant training.

a) Since 1952 USAID/Nepal has been contributing to the growth of local technical and managerial capabilities by supporting long--and short--term training programs. Its records indicate that between 1952-1984, 3003 Nepalese received training in the U.S., India and other countries. Out of these, nearly 1600 were long-term trainees, i.e. those who received training for 12 or more months. Some 58% were trained in agriculture and natural resources, 16% and health and sanitation, 14% in education, and the rest in other fields.

b) During the Rana regime, education of the masses was actively discouraged. When the USAID program began in the 1950's there were virtually no indigenous educational facilities. The initial cadre of teachers had, itself, to be trained outside Nepal. The relative recency of the opening up of Nepal to outside influences can not be overemphasized, since it highlights the accomplishments and explains some of the disappointments of the development effort.

c) In view of the lack of schooling, particularly in English, it was natural for the US Mission to turn to India, where family ties, geographical propinquity, language similarities and religious traditions facilitated the training of Nepalis. Fortuitously, the financing of training in India could be funded from US-owned Indian rupees generated from the sale of PL 480 foodgrains to India. Some 48% of all trainees sponsored by USAID were trained in India, especially for those receiving short-term teacher and agricultural extension worker certificates.

As education gradually developed in Nepal, English learned in elementary and secondary schools enabled graduates to take advantage of a wider range of opportunities in the US and in third countries, particularly those which were the loci of high caliber international institutions, such as Thailand, Philippines, and Lebanon.

d) A multiplicity of foreign aid donors, while not unique to Nepal, has become increasingly important in Nepal's development and training efforts. Sandwiched between India and China, Nepal welcomed the involvement of UN agencies, international banks, and many different nations, both in aid of its development and as political support in maintaining its independence between the two Asian giants on its borders.

Consequently, virtually all of the UN agencies, the World Bank, the Asian Development bank and the EEC are represented in Nepal, along with the bilateral programs of India, China, Britain, the Soviet Union, the US, Japan, Switzerland, Israel, the Scandinavian countries and others. This plethora of donors has created substantial problems of project coordination. Many projects receive collaborative support from several different funding and programming sources.

In respect of training, there are some 900 foreign training slots currently available to the GON; in addition, a number of Nepalis (the precise figure is not known) is said to be "privately" recruited through the Nepal-Soviet Friendship Society for extended training in the USSR outside the officially approved GON program. A number of AID-sponsored trainees appear to have received additional training from one or more other donors. There is also significant Non-AID U.S. Training by USIA and various non-government voluntary organizations working in Nepal.

e) The plethora of donors has also resulted in a competition for scarce Nepali resources--manpower skills, budget allocations, building space, and administrative energy. Changing donor styles and interests have littered the administrative landscape with projects "completed" in form but sometimes prematurely turned over to the GON for sole continued support. Our interviews suggested that more than one long-term participant (as in the case of doctoral degree candidates) has returned to Nepal to find that the project for which he was trained had declined in dynamism as the foreign donor moved on to new initiatives. Consequently, newly returned participants often move on to new projects where their newly acquired skills can be matched with ongoing donor enthusiasm, funds and technical support. This rise and fall of institutions (not the major ministries, but the sub-units within them) has created an instability and discontinuity in the utilization of overseas training.

f) The relatively small size of the Nepalese heartland in Kathmandu Valley (300,000 population, now growing toward half a million) has a direct bearing on the returned participant. (Until recently, the name "Nepal" was used throughout the Kingdom to describe only the Kathmandu Valley and its four ancient cities). Taking into account that the long-term trainee was selected largely because of his education, caste, family and political ties, the effective community from which he came took on many of the characteristics of a small town anywhere. Everyone of consequence knew, personally or by reputation, everyone else of consequence, and could identify him by caste and family. This consideration of small-scaleness needs testing during the subsequent surveys, but it may, for example, affect the willingness of returned trainees to advocate reforms and to challenge relatives, friends and elders in a small, closed, traditional community.

g) In the absence of substantial development, including expansion of the private sector, there are increasingly fewer jobs for returned participants. Until recently, the need for trained manpower was sufficient to absorb most returnees. Now, although the theoretical manpower demand for skills remains, the actual positions in government and university services have been filled by earlier trainees. Our interviews indicate that many well-trained participants feel a definite cap on their career prospects.

h) It can be argued that Nepal may be too small to develop the intellectual subgroups and professional networks necessary to stimulate "high tech" excellence. For example, it is doubtful if the country could support the laboratory, library and other facilities required to maintain the highest international standards of scholarship and research. Participants interested in advanced specialties (in medicine, science, or agriculture) have little outlet in such a small country.

i) Collegiality and "networking" among ex-participants is to some degree restrained by the feeling that, in a closed society with limited rewards, advancement by any one person is at the expense of others. In a "zero sum game" there is enormous personal and family rivalry for the perks and credits of the system.

j) More elusive, but of enormous importance, is the cultural matrix, which has a direct impact on the selection, training, aspirations and future prospects of trainees. Justice cannot be done to this subject here. Suffice is to say that the recency of exposure to the West, the continuing solidity of family and extended kinship ties, the all-pervasive traditions of the ancient Brahminical, Sansritic culture all tend to outweigh the temporary influences and values of foreign exposure.

In Nepal as in many other Third World countries, the inquiring, open-minded, "scientific" spirit is at odds with local traditions of "received learning", respect for the authority of pundits and elders, and rote memorization of classic texts. If we assume that the transformation of an ancient society is a complex, generational effort, it is not surprising that trainees (in Nepal and elsewhere) often become "conflicted" personalities in the process of reconciling modern ways with their family values, life styles, and deeply satisfying emotional ties to traditional religion and culture.

Aid programs in Nepal have combined high hopes with simplistic models of change and typically short time-frames.

k) Despite the adoption of certain parliamentary, constitutional forms and "modern" management practices, decision-making and power remain highly authoritarian and centralized. Power remains in the capital city and the governmental and educational structure in general is hierarchical and paternalistic. It does not lend itself to the openness of public debate, research, cross-examination and innovation to which ambitious returning participants may aspire after their overseas academic experience. The authoritarian exercise of power and the distribution of rewards and penalties on the basis of family and political connections obviously affect the morale of returned participants; they may also inhibit them from a frank response to the proposed evaluation questionnaires and in-depth interviews.

l) Nepal, like many developing countries, lacks the indigenous financial resources to maintain the fruits of its development efforts. Roads and buildings deteriorate; vehicles, scientific instruments and equipment become inoperative due to lack of spare parts; operating budgets can seldom provide for much more than salaries. Returned agricultural researchers are starved for the resources to carry out the work for which they were

trained; teachers lack materials for their classrooms; family planning and health workers lack delivery of supplies. A constant refrain from our interviews reflected frustration with the shortage of operating resources, quite aside from dissatisfaction with the meager amenities available to families stationed outside Kathmandu Valley.

m) Official governmental, para-governmental agencies, and public corporations have dominated the training program. When the program began there was virtually no private sector on which to draw, other than traditional agriculture and shop-keeping. Most trainees were project-related, although many were trained in general categories - such teachers, agricultural extension agents and health workers - without promise of specific job assignments after training.

This lack of a private sector suitable for selection of participants is rapidly changing, as a new generation of Nepalis becomes active in small industry, construction, and transportation (textiles, bakeries, taxis, busses, trucking, maintenance garages, etc.). Many recent initiatives in industry have come from Indian nationals, who have profited from the open border to extend their business operations into Nepal.

Perhaps the most interesting of the new private sector trends is the establishment of private consulting firms with competence in economic and technical subjects. They serve as an important outlet for frustrated, underemployed, moonlighting government workers. These firms depend heavily on foreign donor contracts, but also perform independent research and policy analysis for the GON. The firms, based on foreign models, are largely staffed with Nepalis trained abroad by one of the donor participant training programs.

n) The foregoing discussion points out some selected aspects of the Nepalese environment which may have some relevance to participant selection and subsequent utilization. It is not intended to be anything like a comprehensive analysis of the Nepalese economy or Nepal's development accomplishments. By any quantitative standard, Nepal has made dramatic progress in manpower training since the inception of the development effort some thirty-five years ago. Many observers would argue that participant training has been the most important single thing that the U.S. has done, or could do, for Nepal's "modernization". Despite the many constraints on them--some of which have been suggested above--, the participants are perceived as the principal engine of change in the past several decades and the best hope for the years ahead. This essay is in no way meant to denigrate their accomplishments; it is designed, rather, to point up some of the problems they confront. Testing the validity of these admittedly subjective notions will be one of the outcomes of future phases of this evaluation study. No doubt many additional considerations will arise out of the material collected in the course of interviews and case studies. It cannot be too much emphasized that social and economic change is slow and generational, that Nepal only very recently emerged from its reclusive, feudal past, and that it will require many more years of patient effort for the full fruits of "Western" participant training to be integrated into the unique fabric of Nepalese culture.

ANNEX I: Estimated Costs

The costs for the remaining work on this evaluation study are estimated as follows:

- | | |
|--|----------|
| 1. Local contract in Nepal for intensive interviews | \$10,000 |
| 2. Local contract in Nepal for case studies | 25,000 |
| 3. Three field trips to Nepal by survey specialist
(Salary not included, since he is already working for AID) | 9,000 |
| 4. Two field trips to Nepal by case studies specialist,
including salary | 32,000 |
| 5. Preparation of final report (compiling of final data
and synthesis from the two surveys and case studies) | |

Two contractors for twenty-five working days @ \$250 12,500
each day. (Plus survey specialist already working for AID)

- | | |
|--|--------------|
| 6. Report production: Typing, graphics, etc. | <u>5,500</u> |
| Total: | \$94,000 |